

SPECIAL EDUCATION INSTRUCTION MANUAL FOR CHILD COUNT AND PRESCHOOL OUTCOME REPORTING

October 4, 2010



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

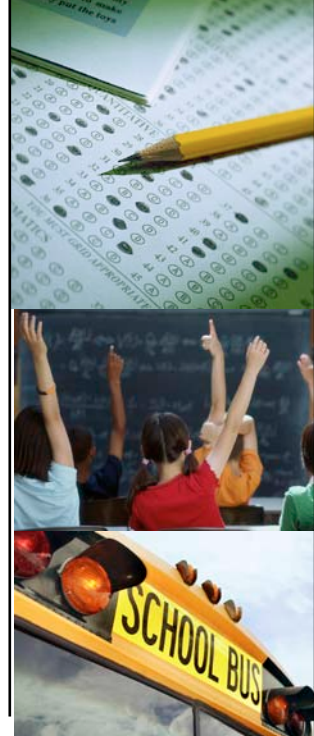


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Child Count Data Collection

This is a collection of data on students with disabilities who have an active IEP and are receiving services on the count date.

Count Date – October 4, 2010

Due Date – November 19, 2010

This data collection is a requirement of the U.S. Department of Education,
Office of Special Education Programs.

REMINDERS FOR THIS YEAR

Timely/Accurate Submission of Data: The timeliness and reliability of your data submission will play a key role in your LEA determinations. All data submitted will be used in federal and state legislative reporting, as well as in the determination of fiscal budgetary requirements, so *accuracy and timeliness are critical*.

Race/Ethnicity Reporting: Beginning this year, Race/Ethnicity must be reported as a two-part question: 1. Is the student Hispanic/Latino? 2. What is the student's identified racial designation(s). Regardless of the answer to the first question, the second question must be answered with at least one racial category. If multiple races have been identified by the student or student's parents, all of them must be reported in child count. In order to ensure that accurate data is entered for each student, the race codes used last year did not roll forward. Race must be reported for each and every student on the count this year. See page 19 for more detailed instructions.

Setting of Service Codes: There are new settings of service reporting codes for students aged 3, 4, or 5 years old. In order to ensure that accurate data is entered for those students, the settings of service did not roll forward for any students, regardless of age. The setting of service must be re-entered for every student on the count this year. See page 22-24 for more detailed instructions.

Preschool Outcomes Data: The Preschool Outcomes reporting area of the application has been updated to reflect recent changes made to the State Performance Plan reporting requirements. See page 27 for more detailed instructions.

TIMELINES

September 7, 2010	The Web-based application opens for access to preprinted Child Count Reports (worksheets)
October 4, 2010	Count Date - the day the count is taken - data entry may begin
November 19, 2010	The Web-based application closes - all data must be entered and submitted by the end of the day

Who to Contact With Questions

The following is a list of OPI resources available to answer questions about this application:

For general questions or questions on the data to be reported, contact Anne Rainey at 406-444-4430 (arainey@mt.gov).

For questions on accessing the Web-based application, contact the following:

- User Name and/or Password - contact OPI Security Officer at 406-444-3448
- Installing the Citrix software - contact OPI Help Desk at 406-444-0087
- Printing problems - contact Ron Nelson at 406-444-0500 or Layne Cope at 406-444-3541

Problems with the Web Application – contact Anne Rainey at 406-444-4430 (arainey@mt.gov).

General Reporting Instructions

Criteria for Reporting a Student

To be counted on the **IDEA Part B Child Count**, the district or agency must assure that on October 4, 2010, each student reported:

- **is enrolled** at the reporting entity (public school, state-funded school, or residential treatment facility);
- **is between the ages of 3 and 22;**
- **is identified as a student with disabilities** according to the criteria established in Administrative Rules of Montana (ARM), 10.16.3010 through 10.16.3022. (Evaluation Report [formerly Child Study team] documentation must support the identification of the student as a student with disabilities); **and**
- **has a completed Individualized Education Program (IEP)** and is receiving the special education and/or related services identified on the IEP on October 4, when the count is taken;

OR

- **is a student enrolled in a private school** and has met the criteria for identification as a student with disabilities according to criteria established in ARM 10.16.3010 through 10.16.3022 and is receiving special education and/or related services from a public school in the district through a **Services Plan*** when the count is taken (see ARM 10.16.3122(3) and 34 Code of Federal Regulations [CFR] 300.452).

*When a school or district checks the "Services Plan" box on the data entry screen for a student, that student is not considered "enrolled" in the school.

Reference: 34 CFR 300.751-300.754

Who Should Report Child Count Data

Every school in every public school district must report Child Count data.

State-funded schools must report Child Count data (Montana School for the Deaf and Blind; Department of Corrections - Pine Hills and Riverside).

Residential treatment facilities that contract with the OPI to provide services to their Montana residents with disabilities must report Child Count data on those Montana residents.

NOTE: If a reporting entity (school or residential treatment facility) has no students to report, that information must still be provided by checking the "No Students" box at the bottom of the data-entry screen.

Where Should a Student be Reported

Students shall be reported for Child Count purposes under the public school in which they are enrolled and, in most cases, attending (a student in private or home school is reported under the public school that is providing the special education and/or related services to the student).

"School" means school or school building where the student is enrolled and, in most cases, attending.

Private Day Treatment: If a student is placed according to the student's IEP in a private day-treatment program, then the student shall be reported under the school the student would be attending if the student were attending a school in the district.

Preschool: If a student with an IEP is in a preschool program that is not located in a school building in the district, the district must report each student under the school the student will attend when he/she begins attending school.

Residential Treatment Facilities/State-Funded Schools: A Montana resident who is a student in a residential treatment facility or state-funded school shall be reported by the residential treatment facility or state-funded school. **These students will not be reported by the district of residence.**

Alternative School or Program: Students who attend an alternative school or program in the district shall be reported under the school in the district in which they will be reported for MAEFAIRS enrollment count (the OPI October enrollment count).

Reporting Procedures

School Districts that ARE NOT Members of a Special Education Cooperative

Each school district that is not a member of a special education cooperative will be responsible for submitting completed Child Count data for all schools within the district.

A school district may enter and submit data to the OPI for all schools in the district or may assign each school within the district to enter and submit its own data to the district. Either way, the district must complete the submittal process (submitting to the OPI) after all data have been entered for all schools in the district. **The OPI will consider the data to be complete only after submission at the district level.**

School Districts that ARE Members of a Special Education Cooperative

The special education cooperative is responsible for ensuring all member school districts have submitted completed Child Count data.

The cooperative may enter and submit data for all member school districts, or member districts may submit their own data to the cooperative. If flags are not set, the cooperative has read rights, but cannot enter or edit the data for a member district until that district has submitted its data to the cooperative. In any event, the cooperative must complete the submission process by submitting all data for its member districts to the OPI. **The OPI will only consider the data to be complete after submission at the cooperative level.**

For a cooperative to enter data for its member districts, flags must be set in the application by the OPI. To change the flag structure or for questions, call Anne Rainey at 406-444-4430.

The Deadline for submission is November 19, 2010.

NOTE: Although there are validation checks built into the electronic application, run the "Validate Child Count Data Report" to ensure no errors exist. When you submit your data electronically (click the "SUBMIT" button), you will be certifying that the data you are submitting are accurate and unduplicated. **Prior to submittal, please print out your report(s) and review the data you have reported for accuracy.**

See instructions on pages 12-13 for accessing and printing out preprinted Child Count worksheets and the final Child Count reports.

Electronic Reporting of Child Count Data

Introduction to the Special Education Data Collection Software

If you are a first-time user of the special education data collection software, please read through these instructions carefully. Skip to page 10 if you are familiar with log in procedures. If you are familiar with the application and wish to review just one section, refer to the table of contents for page numbers.

It is necessary to have a User Name and Password to access the application. User Names and Passwords were mailed to superintendents and special education cooperative directors last summer (June 2010). The same User Name and Password are used to access a number of electronic applications through the OPI information reporting system, including the Special Education Data Collection, Annual Data Collection, MAEFAIRS, and School Discipline Data Collection. The User Names are the district/cooperative legal entity number or the school code for a school - these never change. However, the passwords (combination of random numbers and case-sensitive letters) are reassigned each year and the last two letters of the password change every two months throughout the year to reflect the first letters of the two months the password is active in. The password you will be using for this application will end with either "SO" for September/October, or "ND" for November/December, if doing your data entry in November. If you have problems logging in, call the OPI Security Officer at 406-444-3448.

Hardware and Software Requirements

Basically, any Windows 98 computer capable of running a Web browser equal to Internet Explorer 6.0 with 128 bit encryption or any Windows NT, 2000 or XP, computer running Internet Explorer 6.0 with 128 bit encryption may be used.

IBM

Microprocessor	80486 or higher as required for a Web browser
Memory	8mb of Ram as required for a Web browser
Video	VGA or SVGA as required for Web browser (1)
Hard disk	At least 2.5 mb free disk space available
Mouse	As required for Web browser
Citrix client	6.2x - Required Installation – Replaces all previous versions

Macintosh

Power PC or better	
Memory	8mb of Ram as required for a Web browser
Operating System	9.2 or greater
Video	Not applicable
Hard disk	At least 2.5 mb free disk space available
Mouse	As required for Web browser
Citrix client	6.2x – Required Installation – Replaces all previous versions

NOTE: A screen resolution of 800 x 600 will provide you with the most efficient video resolution. A resolution of 640 x 480 will not provide you with a good working environment.

To check your screen resolution:

- Right-click on your desktop.
- Go to **Properties** and select **Settings**.
- Move the slider bar under “**Screen Area**” until a resolution of 800 x 600 is displayed.
- Click “**OK**.”

You will be prompted to accept the new settings in the “**Display Settings**” dialog box. The monitor will blank out and then display the new settings under the “**Monitor Settings**” dialog box. If you do not click on the “**OK**” button at this point your settings will be returned to the previous setting after 15 seconds. If the video settings appear normal, click “**OK**” and your monitor resolution will be reset.

Accessing the IRIS Web Page

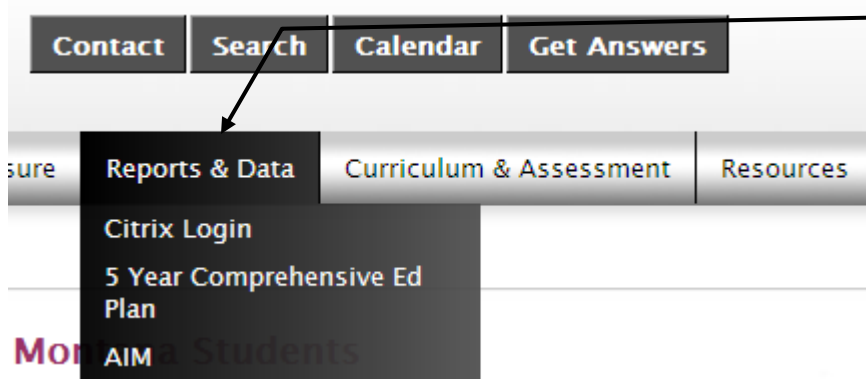
NOTE: The format of these screens may occasionally change. This means that the screens pictured in this manual may be slightly different than what you see on your computer.

If you have problems following the instructions because of different screens, call the OPI Help Desk at 406-444-0087.

To access the Special Education Data Collection application via the Internet, log onto the Office of Public Instruction's (OPI) Web page at <http://www.opi.mt.gov>.

If you experience difficulty getting to the OPI home page, please try to reach another site like www.yahoo.com or www.google.com. If you cannot reach either of these sites, your problem is likely with your local Internet provider. Please give them a call. If you find that you can reach other sites on the Internet, but cannot reach the OPI site, please call the OPI Help Desk at 406-444-0087.

At the OPI home page, hover your cursor over the tab located at the top of the screen titled **Reports & Data**. Click on the “Citrix Login” option at the top of the flybox list.



The next screen you see is the Citrix welcome screen. There have been no new Citrix Client updates since the Exiting Data Collection in May/June 2010, although they have made changes to the log in screen. If you reported Exiting data in June on your current computer, you can skip the next section - go to page 10.

Installing the Citrix Client

If you have never used a Citrix application, you must install the Citrix Client before logging in.

On the screen follow the appropriate link for your computer type to install the Citrix Client.

In order to enter the Office of Public Instruction's applications, you must first log into Citrix.

This requires a web application, which you can install by clicking on one of the following links. **If you have previously installed the plugin within the last 3 months, you should not have to reinstall – go directly to the login button below.**

[Windows Users](#) When prompted, click the "Run" button.

[Macintosh Users](#) This will download and expand the Citrix plugin installer. Double-click the installer.

If you have problems installing the Citrix Client, call the OPI Help Desk at 406-444-0087.

After installing the Citrix Client, you will need to refresh the Web browser by exiting out of Internet Explorer and browsing back in again.

Logging In

On the bottom of the screen, click on "Login."

[Home](#) » Citrix Login

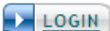
Citrix Login

In order to enter the Office of Public Instruction's applications, you must first log into Citrix.

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[Windows Users](#) When prompted, click the "Run" button.

[Macintosh Users](#) This will download and expand the Citrix plugin installer. Double-click the installer.

Continue to the login page... 

Citrix Log-in Page

Log in using the **User Name** and **Password** mailed by the OPI to authorized representatives in June 2010. Leave the **Domain** at the default value.

Passwords are changed periodically, so be sure you are using the current password (the password for use in September and October will end with the letters "SO" and for November and December will end with the letters "ND"). If you encounter problems logging in, check with your superintendent or director to be sure you have the correct password (passwords are case-sensitive and must be typed exactly). If you still have problems, call the OPI Help Desk at 406-444-0087.

Welcome to the Citrix Access Gateway

Please login to continue.

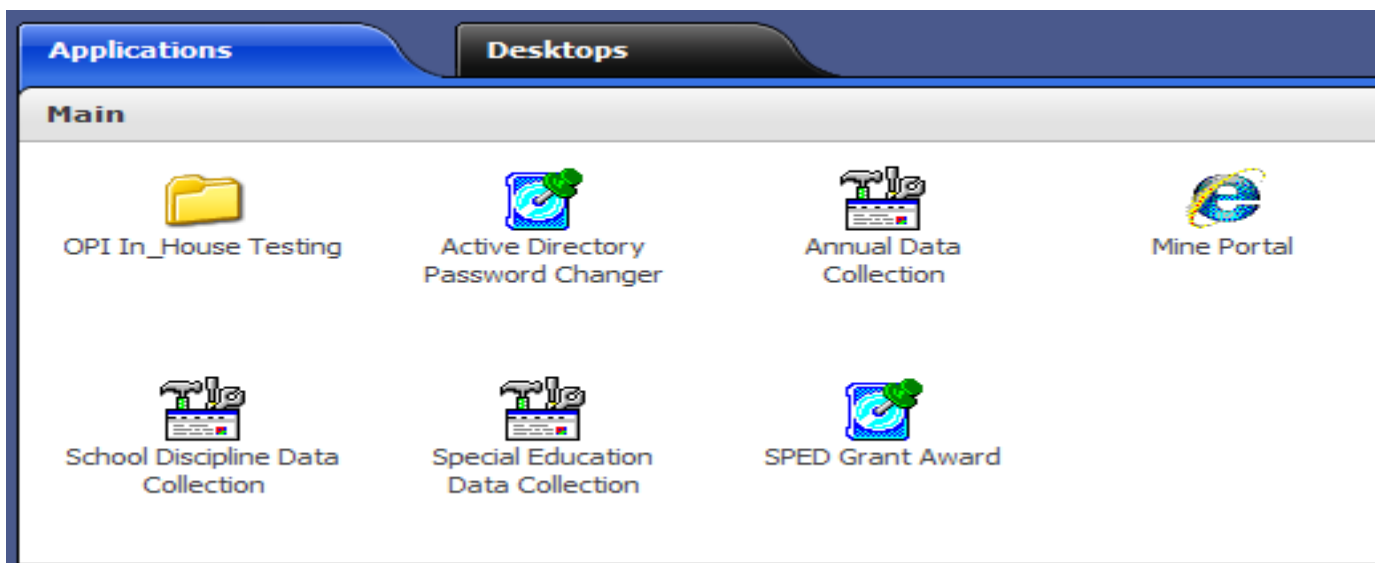


Username:

Password:

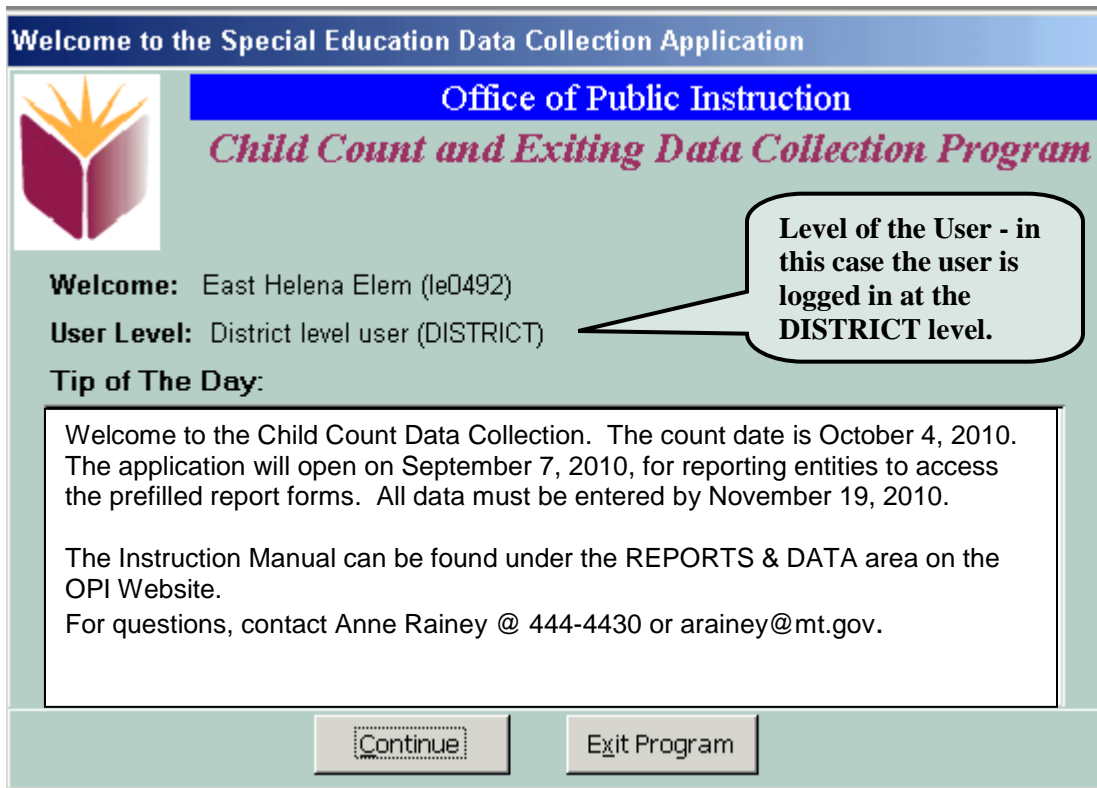
Login

This screen displays all OPI applications that you have access to based on your User Name and Password. Click the **Special Education Data Collection** link.



NOTE: A common problem that occurs when trying to open an application results in the error message "Error: ICA file not found." If you experience this message you may have too many temporary Internet files (cookies) stored on your computer. To delete those files, go to your Internet Explorer and from the menu across the top select **Tools, Internet Options**. Select the **General** tab and in the **Temporary Internet Files** option, click **Delete Files**. Call the OPI Help Desk at 406-444-0087 if you have problems.

Getting Started



Welcome to the Special Education Data Collection Application

Office of Public Instruction

Child Count and Exiting Data Collection Program

Welcome: East Helena Elem (le0492)

User Level: District level user (DISTRICT)

Tip of The Day:

Welcome to the Child Count Data Collection. The count date is October 4, 2010. The application will open on September 7, 2010, for reporting entities to access the prefilled report forms. All data must be entered by November 19, 2010.

The Instruction Manual can be found under the REPORTS & DATA area on the OPI Website.

For questions, contact Anne Rainey @ 444-4430 or arainey@mt.gov.

Level of the User - in this case the user is logged in at the **DISTRICT** level.

Continue Exit Program

When you see this screen, you are in the Special Education Data Collection application.

Based on your User Name and Password, the program will limit your access to just those areas of concern to you and the data you need to enter. Your user level is described on this screen. As a DISTRICT, you will have access to and be able to enter data for all schools in your district. As a SCHOOL, you will have access to and

be able to enter data for your school only. As a SECOOP (cooperative), you will have access to data for all member districts and their schools. A cooperative's ability to enter data for member districts depends on flags that are set in the application. For more information on cooperative accessibility see page 5.

Be sure to read the **Tip of The Day** for helpful hints or changes to the application. Click **Continue**.

Main Menu

The following screen provides options for selecting schools/districts based on the level of the user:

If the user is logged in as a School, the options for selecting a school or district are not available.

If the user is logged in as a School District (as in the example on the next page), the user has the option of picking any school within the district to work with.

If the user is logged in as a Cooperative, the user has the option of picking any member district and then any school within that district to work with.

Main Menu Screen

Choose your task from the buttons on the left side of the screen. The task selected will be indented and options available under that task will show in the white screen.

The **Data Entry** button is selected by default and is the option you will use for entering and submitting data.

The **Reports** button will list several reports available to the user (see page 12 for additional information on Reports).

The **Views** button is for future use.

The **Administration** button provides different options for entering data. See additional instructions on page 14.

To go to the data entry screen, make sure the **Data Entry** button is selected, and then double click on **Special Education Student Child Count Data Entry Form**.

Click the **Exit** button, to exit the application.

The **Help** button provides access to several resources.

The **OPI Knowledge Database** is a collection of frequently asked questions and answers on numerous topics and is searchable. Select **Program - IRIS** and **Sub - Child Count**, then click **Search**.

Click on the link titled **Instruction Manuals and Specifications** to access a list of resources for Citrix applications (including Child Count Data Collection resources - also accessible from the log in screen).

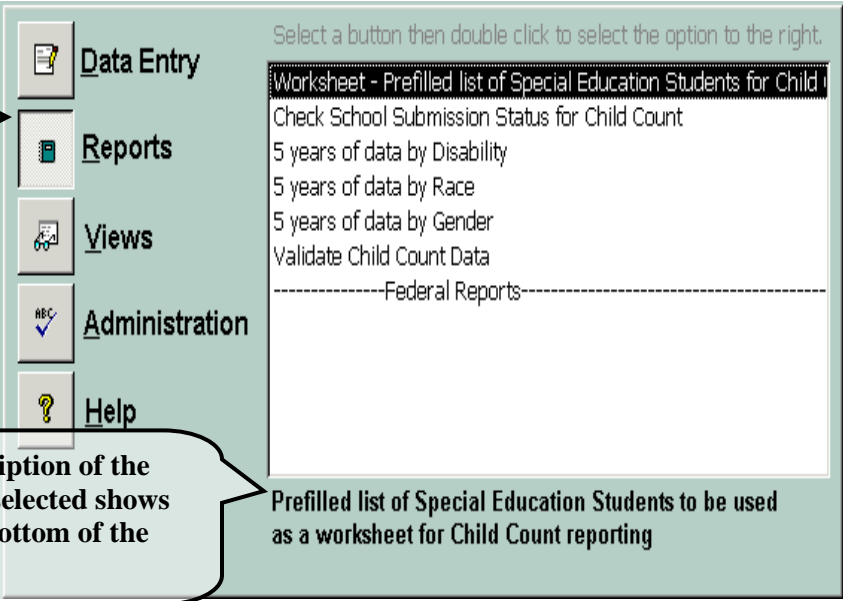
You are encouraged to use these resources. If you are unable to find an answer to your question, call Anne Rainey at 406-444-4430.

Accessing Reports

Reports under the **Reports** button:

- ◀ If the user is logged in as a school district, reports will include data for all schools within the district.
- ◀ If the user is logged in as a school, reports will show data for that school only.
- ◀ If the user is logged in as a cooperative, reports will include data for all schools within all member districts.

Main Menu Screen



Click the **Reports** button on the Main Menu.

A description of the option selected shows at the bottom of the screen.

Select a button then double click to select the option to the right.

Worksheet - Prefilled list of Special Education Students for Child Count

Check School Submission Status for Child Count

5 years of data by Disability

5 years of data by Race

5 years of data by Gender

Validate Child Count Data

-----Federal Reports-----

Prefilled list of Special Education Students to be used as a worksheet for Child Count reporting

Available Reports under the Reports button:

Worksheets - preprinted Child Count report that lists all students from the October 5, 2009, Child Count minus any students reported as exiting in the June Exiting report.

Check School Submission Status for Child Count - shows

the submission status of all schools in a district or member districts in a coop (useful only at the district and coop levels, and then only if schools or member districts are submitting their own data to the district or coop).

5 years of data by Disability/Race/Gender – Due to changes made to the reporting of Race/Ethnicity, these reports will not be accurate this reporting year.

Validate Child Count Data - this report lists any validation errors that will inhibit submitting the data. (This report also shows during the submission process if there are errors.)

A report of completed Child Count data for October 4, 2010, shall be accessed from the Data Entry Screen. Click the Report icon in the lower right-hand corner of the screen. This report can be accessed at any time during the data-entry process.



Print a Report

It is recommended that to print a report, you first save the report to your C: drive by selecting the **Save As Pdf** option in the upper-left corner of the report screen. This option will save the report on your C: drive from where you can then print it. In addition, this makes the report available without having to access the application. The application automatically creates a folder on your C: drive called "OPI Reports" where all reports from all of the OPI Citrix applications are saved. After saving the document, navigate to the OPI Reports folder on your C: drive, open the report and print it out. You can also print a report using the **Print** button in the upper-left corner of the screen, but be aware that occasionally, because the application does not recognize all printers, this option may not work.

Report Screen

The screenshot shows the 'SPEDChildCount - [rptChildCountReportOnForm : Report]' window. The top toolbar includes 'Print...', 'Close', a magnifying glass, '100%', a PDF icon, and 'Save As Pdf'. The main content area displays the Montana Department of Public Instruction logo and contact information for Denise Juneau, Superintendent. It also shows the 'SPECIAL EDUCATION DATA COLLECTION' title, the date 'October 04, 2010', and the 'DUE DATE: November 19, 2010'. Below this, the 'DISTRICT: Helena Elem - 0487' and 'SCHOOL: Jefferson School - 0651' are listed. A table with student data is visible, with columns for Unique State ID, Initials, Birthdate, Gender, Duplicate Override, Federal Race Code, Service Plan, and List of Disability Codes. Callouts provide instructions: one points to the 'Close' button and the top-right corner, stating 'To close the report, click the Close button in the upper-left corner or click the smaller x in the upper-right corner (the larger X will exit the application).'; another points to the scroll bars, stating 'Use the scroll bars to scroll through the page - up/down, left/right.'; and a third points to the page navigation arrows at the bottom, stating 'If the report is longer than one page, use the forward and backward arrows to move from page to page.'

UNIQUE STATE ID	INITIALS (F M L)	BIRTHDATE (m/dd/yyyy)	GENDER (MF)	DUPLICATE OVERRIDE	Federal Race Code	SERVICE PLAN	LIST OF DISABILITY CODES	
123654789	AAA	6/17/2001	F	<input type="checkbox"/>	MU	4	01	LD
987456123	AAB	9/16/2003	F	<input type="checkbox"/>	WH7	1	01	SL,LD
456987123	AAC	9/30/2000	M	<input type="checkbox"/>	AM7	5	03	CD,AU

If the report is longer than one page, use the forward and backward arrows to move from page to page.

To maximize or minimize the report on the screen for viewing, single click anywhere on the screen with your mouse.

Options for Reporting Child Count Data Electronically

School districts and cooperatives have two options for entering Child Count data.

Edit the Preprinted List of Student Records - With this option, the user goes directly to the data entry screen and edits the preprinted list of students (students reported on the prior year's Child Count [October 2009] minus any students that were reported in the June 2010 student Exiting report). The list is edited by deleting students who are no longer in special education, adding students not on the list and editing the preprinted records to create an accurate and complete report of students in the school who have an IEP (or services plan for private school students) and are receiving services on October 4, 2010.

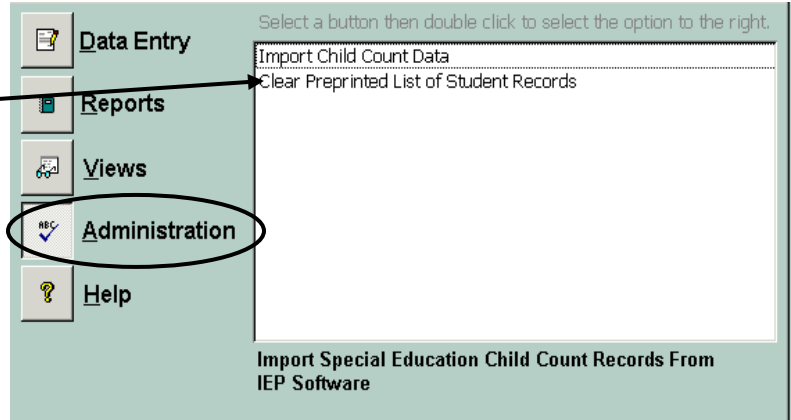
NOTE: Each student record from the preprinted list of students that is not deleted must have the Hispanic/Latino question, race/ethnicity, grade field filled in and the setting of service field filled in

Clear Existing Preprinted List of Student Records and Enter All Data from Scratch - This option will clear the preprinted list of student records from the data entry screen leaving a blank screen. The user will then enter from scratch all Child Count data.

NOTE: If you are logged in as a district or a cooperative, this option will clear all data from all schools in the district or all schools in all member districts of a cooperative.

The option is found on the Main Menu under the **Administration** button. Select the **Clear Preprinted List of Student Records**.

Import Data - Due to changes made to the application, the ability to import data will not be available for the October 2010 child count collection.



The Data Entry Screen

This screen provides options for selecting schools/districts based on the level of the user.

If logged in as a School, the option for selecting a school or district is not available.

If logged in as a District (as in the example at right), any school within the district may be accessed.

If logged in as a Cooperative, any school within a member district may be accessed (see limitations of Coops on page 5).

Coop:	9705	Tri County Coop
District:	0705	Broadus Elem
School:	0930	Broadus School
Unique State ID	Initials	Broadus 7-8
		Broadus School

If the option to **Edit Preprinted Data**

is chosen, the screen will show a preprinted list of students compiled from the prior year's Child Count

(October 2009), minus any students reported in the June 2010 Student Exiting report. The Hispanic/Latino question, Race/Ethnicity, Grade, and Setting of Service fields must be entered for any preprinted student record that is not deleted.

Unique State ID	Initials First Middle Last F M L	Birthdate Month Day Year mm/dd/yyyy	Gender Male or Female M/F	Duplicate Override	Hispanic or Latino?	Race/ Ethnicity	Grade	LEP	Setting of Service	Services Plan	List of Disability Codes
987564897	AAA	9/16/2007	F	<input type="checkbox"/>	<input type="checkbox"/>	AM7,AS7,I	PK	<input type="checkbox"/>	23	<input type="checkbox"/>	SL, AU

If the option to **Clear All Preprinted Data and Enter All Data From Scratch** is chosen, the screen will show no student records until a record is entered.


Unique State ID	Initials First Middle Last F M L	Birthdate Month Day Year mm/dd/yyyy	Gender Male or Female M/F	Duplicate Override	Hispanic or Latino?	Race/ Ethnicity	Grade	LEP	Setting of Service	Services Plan	List of Disability Codes
				<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	
Add new students here											
				<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	

Add a new student record here. Do not add the student record to the blank row below the column headings. When the record is saved, the record will be moved to that row.

General Information - Move around the data entry screen by using the Mouse or pressing the **Enter** or **Tab** key. Use the scroll bar on the right to move up and down the screen.

NOTE: If the data entry screen comes up looking like this (no students listed and no blank first line), the screen needs to be stretched. To do this, hover your cursor over the lower border of the screen until you see a two-sided arrow. Click and drag your mouse down to increase the size of the screen. To reposition the entire screen, place your cursor in the blue bar at the top of the screen, click and drag the entire screen.

frmSPEDDataCollectionChildCount2011andAfter : Form



Denise Juneau, Superintendent
Office of Public Instruction
PO Box 202501
Helena MT 59620-2501
http://www.opi.mt.gov/

October 04, 2010 Child Count
School Year 2010-2011

School Year: 2010-2011

Coop: **NonC** **NonCoop** ☐ Coop Submitted

District: **0023** **Hardin Elem** ☐ District Submitted

School: **0031** **Hardin Primary** ☐ School Submitted

Unique State ID	Initials First Middle Last F M L	Birthdate Month Day Year mm/dd/yyyy	Gender Male or Female M/F	Dup- licate Over- ride	Hispanic or Latino?	Race/ Ethnicity	Grade	LEP	Setting of Service	Services Plan	List of Disability Codes	Edit Preschool Level of Performance
Add new students here												

Student Count = 33 [Check here if this school has no Special Education Students](#) ☐

DUE DATE: November 19, 2010

frmSPEDDataCollectionChildCo

Help	Child Count Report	3,4,5 YrOlds Report	Delete	Exit
?				

Data Entry Screen

frmSPEDDataCollectionChildCount2011andAfter : Form



Denise Juneau, Superintendent
Office of Public Instruction
PO Box 202501
Helena MT 59620-2501
http://www.opi.mt.gov/

October 04, 2010 Child
School Year 2010-2011

School Year: 2010-2011

Coop: **NonC** **NonCoop**

District: **0023** **Hardin Elem**

School: **0031** **Hardin Primary**

☐ Coop Submitted
☐ District Submitted
☐ School Submitted

Data that **MUST** be entered for any preprinted record that is not deleted: **Unique Student ID, Hispanic/Latino Question, Race/Ethnicity, Grade, Setting of Service.**

Unique State ID	Initials First Middle Last F M L	Birthdate Month Day Year mm/dd/yyyy	Gender Male or Female M/F	Duplicate or Override	Hispanic or Latino?	Race/Ethnicity	Grade	LEP	Setting of Service	Services Plan	List of Disability Codes	Edit Preschool Level of Performance
987564897	AAA	9/16/2007	F	<input type="checkbox"/>	<input type="checkbox"/>	AM7_AS7_I	PK	<input type="checkbox"/>	23	<input type="checkbox"/>	SL,AU	Edit Levels
123789456	AAB	9/30/2005	M	<input type="checkbox"/>	<input type="checkbox"/>	AM7	K	<input type="checkbox"/>	23	<input type="checkbox"/>	AU	Edit Levels
121265432	AAC	9/4/2003	M	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WH7	2	<input type="checkbox"/>	01	<input type="checkbox"/>	LD	Edit Levels

Add new students here

Student Count = 34

Check here if this school has no Special Education Students ☐

DUE DATE: November 19, 2010

frmSPEDDataCollectionChildCo

Add a new student by entering data here.

If a school has no students to report, click the check box here.

The **Help** button accesses help options (see page 11 for more information).

The **Report** buttons provide a list of all students who are on the data entry screen - these reports are available at any time during the data entry process (see page 12 for more information on accessing and printing Reports).

The **Delete** button will delete a student record - place your cursor anywhere in the record to be deleted and click the **Delete** button.

The **Exit** button will take the user back to the Main Menu.

The Hispanic/Latino Question, Race/Ethnicity, Grade, and Setting of Service fields **MUST** be entered for any preprinted student record that is not deleted. If a student's Unique State ID does not appear on the preprinted student record that must be entered as well. In addition, all preprinted data elements should be checked for accuracy and edited if necessary.

Data Elements - Definitions/Instructions

Unique State ID
999999999

Unique State ID - This is a 9-digit number that has been assigned to every student in every school in the state through the OPI's Achievement in Montana (AIM) project. The preprinted list of students that is provided in the Worksheet report and the data entry screen will be filled, as much as possible, with the AIM Unique State ID. For any preprinted student records that are not deleted and that do not have the State ID preprinted, the user must enter that State ID. Check with the district's administration for access to the State ID for these students.

Validation Check: This field cannot be left blank. The number must contain 9 digits. The number cannot be nine 9s (as shown in the example), and may not start with a "0."

Initials
First Middle Last F M L
AAA

Initials - Three initials must be entered for each student (first, middle and last). If in doubt, ask the student. If the student does not have a middle name/initial or the middle initial is unknown, use "X" for the middle initial. Initials may be entered either in upper or lower case.

Validation Check: This field cannot be left blank. The initials must contain three letters. A duplicate student (same initials, birth date, gender and race) at the same school will not be allowed unless the Duplicate Override box is checked (see Duplicate Override below).

Birthdate
Month Day Year mm/dd/yyyy
3/3/1997

Birth Date - Use the format of mm/dd/yyyy. For Child Count purposes, age will be calculated on October 4, 2010. Please double-check this date to ensure accuracy.

Validation Check: This field cannot be left blank. The birth date must calculate to show a student of at least 3 years of age, and not older than 22 years of age, on the Child Count date of October 4, 2010.

Gender
Male or Female M/F
M
F Female
M Male

Gender

M - Male
F - Female

Validation Check: This field cannot be left blank.



Duplicate Override - Check this box only when there is more than one student reported under the same school with the same initials, birth date, gender and race. Twins of the same gender may fit these criteria. Check the box only once for the additional duplicate record (this will ensure a unique record for each student).

Validation Check: A student cannot be entered into the application for a school if the student has the same initials, birth date, gender and race, as a student previously reported for that school, unless the Duplicate Override box is checked for the second student.



Hispanic or Latino Question – Check this box if a student has been identified as being Hispanic or Latino, defined as a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture of origin, regardless of race.



Validation Check: This field cannot be left blank.

Race/Ethnicity – Double-click in the Race/Ethnicity field to open the Race Codes screen. Using the drop-down list select the race/ethnicity for that particular student. Enter additional race codes by using the enter or tab key to move to the next line (or click with the mouse). Exit the screen by clicking the Close button.

Race/Ethnicity Codes

AM7	American Indian or Alaskan Native	A person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community recognition.
AS7	Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, Vietnam and Laos.
BL7	Black or African American	A person having origins in any of the Black racial groups of Africa.
PI7	Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.
WH7	White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Grade

3

Grade - This field will show as blank in the preprinted list. The data must be updated each year for each student reported. Enter the student's current grade by number or letter as follows:

PK	Pre-Kindergarten
K	Kindergarten
P1	Transition 1st
1	1st Grade
2	2nd Grade
3	3rd Grade
4	4th Grade
5	5th Grade
6	6th Grade
7	7th Grade
8	8th Grade
9	9th Grade
10	10th Grade
11	11th Grade
12	12th Grade

pre-kindergarten (3 and 4-year-old students) = "PK"

kindergarten = "K"

pre-first grade = "P1"

first grade = "1"

...

freshman = "9"

...

Validation Check: This field cannot be left blank.

If a student is in an ungraded program, enter the grade most closely matching the student's chronological age.

NOTE: If editing the preprinted data, remember that a student who has moved from one school to another within the school district, such as moving from elementary (5th grade) to middle school (6th grade), or from middle school (8th grade) to high school (9th grade), must be removed from the school he/she was reported under in the prior year and re-entered under the school the student is currently attending.

LEP

☐

Limited English Proficient - If the student is limited English proficient (LEP), this box must be checked. See definition for LEP below.

An individual

- A. who is aged 3 through 22;
- B. who is enrolled or preparing to enroll in an elementary or secondary school;
- C. who was not born in the United States or whose native language is a language other than English;
- D. who is an American Indian or Alaskan Native, or a native of the outlying areas; and
- E. who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- F. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- G. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 1. the ability to meet the State's proficient level of achievement on State assessments described in section 111(b)(3);
 2. the ability to successfully achieve in classrooms where the language of instruction is English; or
 3. the opportunity to participate fully in our society.



Setting of Service - This field will show as blank in the preprinted list and must be entered for any student not deleted from the preprinted list. These data represent the setting in which the student with disabilities has been placed for educational services. All students will have a setting of service that falls within one of the categories listed on the following pages for students ages 6-22, and students ages 3-5.

01	Regular Class
02	Part-time Special Education
03	Full-time Special Education
21	Separate Day School (public/private)
22	Residential Facility (public/private)
08	Homebound/Hospitals
09	Correctional Facilities
10	Private Schools

Based on the age of the student, the pull-down menu for setting of service will show only those setting codes the student may be reported with (ages 6-22 or ages 3-5).

26	Separate School
16	Separate Day School
15	Residential Facility
13	Home
27	Service Provider Location
23	RegECprog>or=10hrs/wk rcving svcs IN EC SETT
24	RegECprog>or=10hrs/wk rcving svcs AT OTHER
25	RegECprog<10hrs/wk rcving svcs IN EC SETTING
28	RegECprog<10hrs/wk rcving svcs AT OTHER LOC

Validation Check: This field cannot be left blank. Only one setting code can be entered for each student.

A setting of service code will not be accepted if it does not conform to the age of the student on the Child Count date of October 4, 2010. Students ages 3-5 must use setting of service codes shown on pages 22-24. Students ages 6-22 must use setting of service codes shown on pages 21-22.

Setting of Service Codes

Students, Ages 6-22

Calculate Percentage of Time Inside the Regular Classroom for Students Ages 6-22: divide the number of hours the student spends inside the regular classroom by the total number of hours in the school day (including lunch, recess, and study periods). The result is multiplied by 100 to find the percentage. Time spent outside the regular classroom receiving services unrelated to the student's disability (e.g., time receiving LEP services) should be considered time inside the regular classroom.

Code	Name	Short Description	Full Description
01	Regular Class	Inside the regular class 80% or more of the day	Students who spend 80% or more of the school day inside the regular classroom (outside the regular classroom less than 21% of the day). Examples: regular class with special education/related services provided within regular classes; regular class with special education/related services provided outside regular classes; or regular class with special education services provided in resource room.
02	Part-time Special Education	Inside the regular class between 40% and 79% of the day	Students who spend no more than 79% and no less than 40% of the school day inside the regular classroom (outside the regular classroom for at least 21% but no more than 60% of the day). Examples: resource room with special education/related services provided within the resource room; or resource room with part-time instruction in a regular class. <u>Do not include students who are reported as receiving education programs in public or private separate day schools or residential facilities.</u>

Code	Name	Short Description	Full Description
03	Full-time Special Education	Inside the regular class less than 40% of the day	Students who spend less than 40% of the school day inside the regular classroom (outside the regular classroom for more than 60% of the day). Examples: self-contained special classroom with part-time instruction in a regular class; or self-contained special classroom with full-time special education instruction on a regular school campus. <u>Do not include students who are reported as receiving education programs in public or private separate day schools or residential facilities.</u>
21	Separate Day School (public/private)	Separate day school	Students who receive education programs in public or private separate day school facilities. This includes students with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public or private separate day schools. Examples: public and private day schools; public and private day schools for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day; or public and private residential facilities <u>if the student does not live at the facility.</u>
22	Residential Facility (public/private)	Residential Facility	Students who receive education programs and live in public or private residential facilities during the school week. This includes students with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public or private residential facilities. Examples: public and private residential schools for students with disabilities (Montana School for the Deaf and Blind); or public and private residential schools for students with disabilities for greater than 50% of the day and separate day schools or regular school buildings for the remainder of the school day. <u>Do not include students who do not live at the facility.</u>
08	Homebound/Hospitals	Homebound/Hospital	Students who receive education programs in homebound/hospital environments, including students with disabilities placed in and receiving special education and related services in hospital programs or homebound programs. <u>Do not include students with disabilities whose parents have opted to home-school them and who receive special education at public expense.</u>
09	Correctional Facilities	Correctional Facility	Students who receive special education in correctional facilities. This is intended to be a count of all students receiving special education in short-term detention facilities (community-based or residential), or correctional facilities.
10	Private Schools (parentally placed)	Parentally placed in private schools	Students who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a services plan. Include students whose parents chose to home-school them, but who receive special education and related services at the public expense. <u>Do not include students who are placed in private schools by a public school district.</u>

Students, Ages 3-5

In May 2010, the Office of Special Education Programs released new setting of service definitions for all early childhood students (those aged 3, 4, or 5). Rather than continue to determine their settings as a percentage of time spent in a regular early childhood setting to coincide with the way setting of service was determined for those aged 6 through 22, they have determined that settings of service for early childhood should be determined based on involvement in an early childhood program, and where the child actually receives their services.

In order to determine the setting of service if a student is enrolled in an early childhood program (to include, but not limited to: Head Start, Kindergarten, preschool classes offered to an eligible pre-kindergarten population by

the public school system, private kindergartens or preschools, and group child development centers or day cares), you must first determine the amount of time the student spends time in an early childhood program:

- If they spend 10 or more hours per week in the early childhood program(s), do they receive the majority (50% or more) of their special education services at the early childhood program (in the classroom itself)?
 - If yes, then they would be coded as a *23:RegECprog>or=10hrs/wk rcving svcs IN EC SETTING*.
 - If no (they are pulled out of the classroom for services or receive services in their home separate from the program, or at a provider location) they would be coded as a *24:RegECprog>or=10hrs/wk rcving svcs AT OTHER LOC*.
- If they spend less than 10 hours per week in the early childhood setting, do they receive the majority (50% or more) of their special education services at the early childhood program (in the classroom itself)?
 - If yes, then they would be coded as a *25: RegECprog<10hrs/wk rcving svcs IN EC SETTING*.
 - If no (they are pulled out of the classroom for services or receive services in their home separate from the program, or at a provider location) they would be coded as a *28: RegECprog<10hrs/wk rcving svcs AT OTHER LOC*.
- If the student does not spend any time in an early childhood setting, determine where they receive their services.
 - 26: Separate School
 - 16: Separate Class
 - 15: Residential Facility
 - 13: Home
 - 27: Service Provider Location

Code	Name	Short Description	Full Description
23	RegECprog>or=10hrs/wk rcving svcs IN EC SETTING	Regular Early Childhood program at least 10 hours per week receiving their services in the early childhood setting	Children who attend an early childhood program (to include, but not limited to: Head Start, Kindergarten, preschool classes offered to an eligible pre-kindergarten population by the public school system, private kindergartens or preschools, and group child development centers or day cares) at least 10 hours per week who receive the majority of their special education and related services within that early childhood setting.
24	RegECprog>or=10hrs/wk rcving svcs AT OTHER LOC	Regular Early Childhood program at least 10 hours per week receiving their services in another location	Children who attend an early childhood program (to include, but not limited to: Head Start, Kindergarten, preschool classes offered to an eligible pre-kindergarten population by the public school system, private kindergartens or preschools, and group child development centers or day cares) at least 10 hours per week who receive the majority of their special education and related services somewhere other than the early childhood program (pull out, home, provider location, etc.).
25	RegECprog<10hrs/wk rcving svcs IN EC SETTING	Regular Early Childhood program less than 10 hours per week receiving their services in the early childhood setting	Children who attend an early childhood program (to include, but not limited to: Head Start, Kindergarten, preschool classes offered to an eligible pre-kindergarten population by the public school system, private kindergartens or preschools, and group child development centers or day cares) less than 10 hours per week who receive the majority of their special education and related services within that early childhood setting.

Code	Name	Short Description	Full Description
28	RegECprog<10hrs/wk rcving svcs AT OTHER LOC	Regular Early Childhood program less than 10 hours per week receiving their services in another location	Children who attend an early childhood program (to include, but not limited to: Head Start, Kindergarten, preschool classes offered to an eligible pre-kindergarten population by the public school system, private kindergartens or preschools, and group child development centers or day cares) less than 10 hours per week who receive the majority of their special education and related services somewhere other than the early childhood program (pull out, home, provider location, etc.).
26	Separate Class (Special Education Program)	Special education program in a class with less than 50% non-disabled children	Children who attend a special education program in a class with less than 50% non-disabled children. <u>Do not include children who also attend a regular early childhood program - these children should be reported under code 23, 24, 25, or 28, above.</u>
16	Separate Day School (Special Education Program)	Public or private day schools designed for children with disabilities	Children who receive education programs in public or private day schools designed specifically for children with disabilities. <u>Do not include children who also attend a regular early childhood program - these children should be reported under code 23, 24, 25, or 28, above.</u>
15	Residential Facility (Special Education Program)	Publicly or privately operated residential schools	Children who receive education programs in publicly or privately operated residential schools or residential medical facilities <u>on an inpatient basis</u> . <u>Do not include children who also attend a regular early childhood program - these children should be reported under code 23, 24, 25, or 28, above.</u>
13	Home	Services provided in the child's principal residence	Children who receive all their special education and related services in the principal residence of the child's family or caregivers, and do not attend an early childhood program or a special education program provided in a separate class, separate day school, or residential facility. <u>Include children who receive special education both at home and in a service provider location.</u>
27	Service Provider Location	All services received at a service provider location	Children who receive all their special education and related services from a service provider and do not attend an early childhood program or a special education program provided in a separate class, separate day school, or residential facility. Example: speech instruction provided in a private clinician's office, a clinician's office located in a school building or hospital facility on an outpatient basis, libraries or other public location.



Services Plan - Private Schools/Home Schools - If the special education and related services being provided by the school are the result of a Services Plan that has been developed for a student who is enrolled in a parochial/religious or other private school or home school, by his or her parents, then all required data for the student must be provided and this column checked.

Validation Check: Private/home school student records must include all the data required of a student enrolled in the public school.

NOTE: **Child Count of Parentally Enrolled IDEA-Eligible Students Attending Elementary and Secondary Private Schools Within the School District's Boundaries** - In accordance with IDEA 2004, every public school district must conduct a child count of all IDEA-eligible students who are parentally enrolled in private schools within the public school district's boundaries. This count must include all IDEA-eligible students whether or not they are receiving special education services through a Services Plan. The child count for these students must be conducted on October 4, 2010. A copy of this count must be maintained by the public school, or the special education cooperative on behalf of its member school districts. **A copy of this private school child count report will be required to be submitted to the OPI by November 19, 2010.** The Private School Child Count Form is the basis for calculating the proportionate share of Part B funds for the 2010-2011 school year. This form will not be mailed out to districts this year, but can be found on the Special Education Web site: (<http://www.opi.mt.gov/pdf/speced/SEdata/11PrivateSchoolCCForm.pdf>) . For questions regarding this child count or questions related to the completion of the form, please call Anne Rainey at 406-444-4430.

Disability - When the user tabs to the disability code field, a disability codes screen pops up (the disability codes screen may also be opened by double clicking on the disability field). Enter the two-letter code for each of a student's identified disabilities according to the student's Evaluation Team report (formerly Child Study Team report).

Enter additional codes by using the **enter** or **tab** key to move to the next line (or click with the mouse). Exit the screen by clicking the **Close** button or by pressing the **Alt/C** keys.

DISABILITY CATEGORIES:

AU	Autism	LD	Learning Disability
CD	Cognitive Delay	OH	Other Health Impairment
DB	Deaf-Blindness	OI	Orthopedic Impairment
DD	Developmental Delay	SL	Speech/Language Impairment
DE	Deafness	TB	Traumatic Brain Injury
ED	Emotional Disturbance	VI	Visual Impairment
HI	Hearing Impairment		

If you would be interested in more information, please call Gail McGregor at The University of Montana Rural Institute on Disabilities, (406) 243-2348.

Validation Check: This field cannot be left blank. A disability code DD (Developmental Delay) will not be accepted for a student who is 6 years or older on the date of Child Count (October 4, 2010).

Preschool Level of Performance

Preschool Level of Performance data are collected on students with disabilities, between the ages of 3 and 5, reported for the first time on Child Count. The information used to complete this screen can be found on the page of the IEP titled: "Outcome Measures for 3, 4, 5, and 6-year-old children." Please enter the date of the initial assessment of the present level of performance in the three performance areas. The IEP team must rate the child's present level of functional performance in the three areas below. Based on this assessment, report the child's performance in each area on a scale of 1-7 (whole numbers only).

SPEDChildCount

Print... | Close | Save As Pdf

frmStudentPreSchoolOutcomeEntry : Form

Preschool Outcome Measures

The information used to complete this screen can be found on the page of the IEP titled: Outcome Measures for 3, 4, 5, and 6 year old children. Please enter the date of the initial assessment of the present level of performance in the three performance areas. The IEP team must rate the child's present level of functional performance in the three areas below. Based on assessment, rate the child's performance in each area on a scale of 1-7 (whole numbers only).

Student Initials: EMR Birthdate: 9/16/2005 Gender: F Race: White, Non-Hispanic Duplicate Flag: ☐

Entry Date:

Performances

POSITIVE SOCIAL-EMOTIONAL SKILLS INCLUDING SOCIAL RELATIONSHIPS Level of Performance:

ACQUISITION AND USE OF KNOWLEDGE AND SKILLS, INCLUDING EARLY LANGUAGE/ COMMUNICATION AND EARLY LITERACY Level of Performance:

USE OF APPROPRIATE BEHAVIORS TO MEET INDIVIDUAL NEEDS Level of Performance:

Close

Child Count -2010

List of Disability Codes	Edit Levels
SL, LD	Edit Levels
LD	Edit Levels
SL	Edit Levels
OH	Edit Levels
DD	Edit Levels

1 - Does not show foundational skills.
 2 - Some foundational skills, but not all the time.
 3 - Shows foundational skills, in some situations.
 4 - Some skills, but not many age-appropriate.
 5 - A mix of age appropriate skills.
 6 - Shows appropriate skills, but may not keep pace.
 7 - Functioning is considered appropriate for age.

The Preschool Outcome Measures data entry screen will appear when you add a new student.

Preschool Level of Performance - Data Elements

To complete the Outcomes Measures screen:

- Enter the date the child will or has already entered preschool services.
- Enter each level of performance measured at the time the child entered the program using the drop-down menu available for each skill and/or function measured (the complete list of preschool codes is below).

Once the outcome measures screen has been completed, you can close the screen using the "close" button located in the center, bottom portion of the screen. This will take you back to the data collection screen so you can continue entering additional child count data.

Rating Descriptions	
7	Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. Functioning is considered appropriate for his or her age. No one has any concerns about the child's functioning in this outcome area.
6	Between Completely and Somewhat. Child's functioning generally considered appropriate for his or her age, but there are some concerns about the child's functioning in this outcome area.
5	Child shows functioning expected for his or her age some of the time and/or some situations . Child's functioning is a mix of age appropriate and not appropriate functioning. Functioning might be described as like that of a slightly younger child .
4	Child does not yet show functioning expected of a child of his or her age in any situation. Child's behaviors and skills include immediate foundational skills upon which to build age-appropriate functioning. Functioning might be described as like that of a younger child .
3	Child does not yet show functioning expected of a child of his or her age in any situation. Child's behaviors and skills include immediate foundational skills upon which to build age-appropriate functioning. Functioning might be described as like that of a younger child .
2	Child's behaviors and skills include some immediate foundational skills , but these are not displayed very often across settings and situations.
1	Child does not yet show functioning expected of a child his or her age in any situation. Child's skills and behaviors do not yet include any immediate foundational skills upon which to build age-appropriate functioning. Child's functioning might be described as like that of a much younger child .

Submit Data

Schools – Submittal process will submit data to the district.

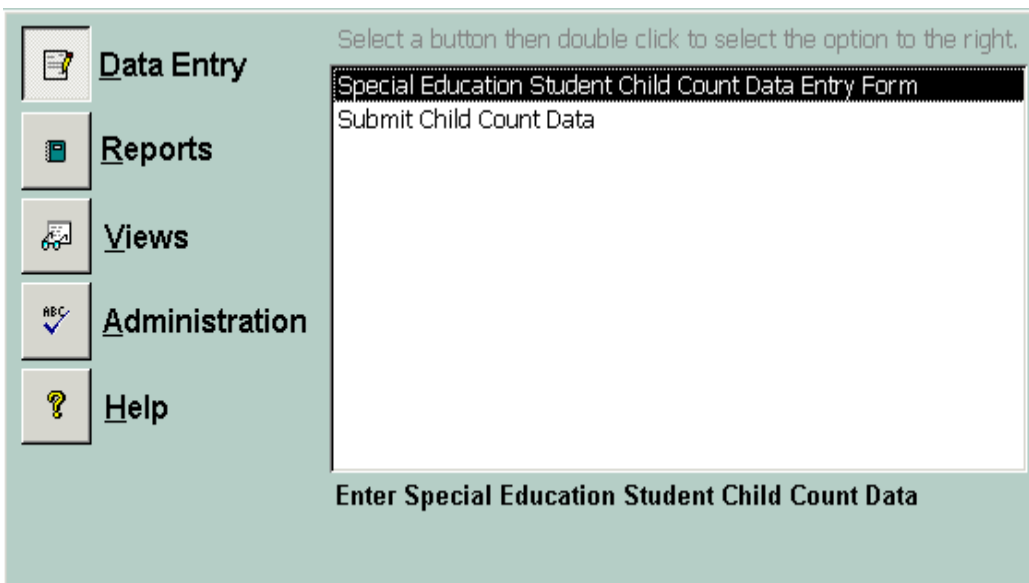
School Districts that are Members of a Cooperative – Submittal process will submit data to the cooperative.

School Districts that are NOT Members of the Cooperative – Submittal process will submit data to the OPI*.

Special Education Cooperatives - Submittal process will submit data to the OPI *.

Residential Treatment Facilities – Submittal process will submit data to the OPI *.

* **The OPI considers as complete any data that are submitted to the OPI. This means that when a school submits data or when a district that is a member of a cooperative submits data, it is not considered complete by the OPI because the data must still be submitted by the next level to the OPI.**



The screenshot shows a software interface with a vertical menu on the left containing icons and labels for 'Data Entry', 'Reports', 'Views', 'Administration', and 'Help'. The 'Data Entry' option is selected, and a sub-menu is displayed to its right. This sub-menu has a title bar that reads 'Special Education Student Child Count Data Entry Form' and contains two options: 'Special Education Student Child Count Data Entry Form' and 'Submit Child Count Data'. The 'Submit Child Count Data' option is highlighted. Below the sub-menu, the text 'Enter Special Education Student Child Count Data' is visible.

To submit Child Count data, return to the Main Menu and double click on the second menu option under the Data Entry button, **Submit Child Count Data**.

NOTE: *By submitting the data, you are certifying that the data are unduplicated and accurate.* A message will pop up during the submittal process that you must answer YES to in order to continue. No further verification will be required when submitting data electronically.

Please print out and review the data prior to submittal.

A report may be printed from the data entry screen (see instructions on page 13).

Office of Public Instruction

Special Education Child Count Data Collection
Submit Data

Submitting entire school data to your district.

PLEASE NOTE: If you are logged in as a school district, be sure all data are entered for all schools in the district prior to submittal. At both the school level and the district level, once the submittal process has been performed, the data may still be viewed, but rights to edit the data will no longer be available.

Submit

Help Exit

If you do not see the **Submit** button in the screen, try making the screen larger by hovering your mouse over the lower border of the screen until you see a two-sided arrow, click your mouse and drag the edge down.

Click the **Submit** button to submit all data. Review your data for accuracy prior to submittal.

REMEMBER: Once data are submitted, the reporting agency can continue to view the data, but no longer has rights to enter/edit the data.

Click the **Exit** button to return to the Main Menu.

If there are missing data or wrong data that have been entered, a validation report will be generated that will list the errors in the data. The errors must be corrected before the data can be successfully submitted. See information on Reports for instructions on how to print, and close the report (pages 12-13).

NOTE: If you are a school district, selecting the "Submit" button will submit ALL schools in your district. If you are a cooperative, selecting the "Submit" button will submit ALL member districts and their schools. Make sure all data are accurate prior to submittal.

Thank you for submitting your data through the OPT's electronic Special Education Child Count Data Collection.

We would like to hear from you. Please e-mail any comments/suggestions to Anne Rainey at arainey@mt.gov.